# Factors Contributing to the Rising HIV/AIDS Infection Rate among Soshanguve School Girls in the FET Band

**Elias R. Mathipa[1], K. Ntsana Margaret[2] and S Maile[2\*]**

*[1]Unisa College of Education, Box 392, Unisa, 0003, Pretoria, South Africa*
*Telephone: 012-429-3773, Fax: 012- 429-8812. E-mail: mathier@unisa.ac.za*
*[2]Tshwane of Technology in Department of Humanities, Private Bag X680,*
*Pretoria 0001, South Africa*
*\*Telephone: +27 12382 9415, \*Cell: +27 78219 7574, \*E-mail: mailes@tut.ac.za*

**ABSTRACT** The findings of this research study reveal that Human Immunodeficiency Virus (HIV) infections are on the increase among young girls of the age cohort 15-24 who are found at secondary school level. I It is also clear from this study that increasing number of young female learners attending secondary schools are living with HIV because they were either born with it or were infected by unscrupulous older men called sugar daddies who for various reasons target young girls. Clearly too, young girls in particular are at a higher risk of infections as compared to boys because girls are susceptible to infections due to a combination of factors that encourage them to be sexually active at an early age when they are still vulnerable to resist manipulation by older men. Importantly, this research study has also pointed out to the magnitude of the Human Immunodeficiency Virus/Acquired Immunodeficiency Disease Syndrome (HIV/AIDS) epidemic. This calls for more studies than ever before in order to fully understand how the desease spreads and how it can be arrested. To contribute to a better understanding of this problem the present investigation used the purposive sampling method to select 18 grade 12 learners from Further Education and Training (FET) schools which are commonly known as secondary schools. Schools falling under the Further Education and Training Band are actually constituting what is referred to as secondary education. The qualitative paradigm based on the interpretivist and constructivist approach was used to collect data through research instruments such as interviews, observations, note-taking and tape-recordings. The findings reveal that young girls are at a higher risk of being infected with the HIV virus precisely because older men who are infected by HIV/AIDS belief that sleeping with young virgin cures AIDS. Finally, practical ways to mitigate the rising infections among school girls are suggested based on the findings of this research and also on a plethora of literary sources.

## INTRODUCTION

The abbreviation HIV has been in use for almost three decades and as such it is a very common concept nowadays. However, its full name is Human Immunodeficiency Virus. On the other hand, the abbreviation, AIDS means Acquired Immunodeficiency Disease Syndrome. The difference is that HIV is a virus while AIDS is the actual sickness that is caused by the virus. Thus, despite its (HIV/AIDS) rapid spread with enormous devastation especially in underdeveloped and developing countries, there seems to be no effective cure in sight for it as yet that can bring to an end to the spread of the sickness. Different types of cures have been discovered but all are just to prolong life and are still unable to cure the disease. Furthermore, it is important to note that: "worldwide, teenage pregnancy rates range from 143 per 1000 in some sub-Saharan African countries to 2.9% per 1000 in South Korea. Among OECD developed countries, the United States and United Kingdom have

the highest level of teenage pregnancy, while Japan and South Korea have the lowest" (htt.wikimedia. org/wiki 2011: 4). These statistics are fairly recent and proof that much still needs to be done to arrest the scourge of HIV/AIDS.

On the other hand, Motshekga (2009: 1) argues that "despite the reported decline in teenage fertility rates, the high proportion of unintended pregnancies for teenagers in south Africa remains a serious problem. Teenage females have been underemphasized as a target group, even though pregnancy levels are high in this age group." Seen from the above statistics; the HIV prevention programmes in South Africa and elsewhere have yet to demonstrate the desired impact. This happens despite significant investment in the fight against HIV/AIDS. However, "continued investment in and expansion of carefully targeted evidence-based programmes and services focusing on this age group remain as critical as ever" (Berry and Hall in HSRC 2009: 34). The health and social implications of HIV/

AIDS on human resources are enormously extensive thus the paper intends to contribute to its possible arrest.

Authors cited below have each undertaken research on HIV/AIDS and have made interesting findings and recommendations. Their different syntheses serve as a point of departure; and are captured as follow:

- Phaswana and Pelzer (2007: 308) point out that: "14% of all people living with HIV/AIDS live in South Africa ;
- Ndinga-Muvumba and Pharaoh (2008: 52) in their study point out that "two- thirds of students are sexually active. Most of them are involved in risky sexual behaviour of having multiple partners and failure to use condoms;
- Nontobeko Mshali in Pretoria News (2011: 3) says "the growing trend of teachers having sexual relations with pupils is a major concern for the SA Council for Educators";
- Cohen (2005: 2) remarks that "despite all attempts to curb the spread of HIV/AIDS infections, there is further evidence that Sub-Saharan Africa is at risk with 70% of the total HIV infections globally, with 90% of infections concentrated in developing countries";
- Brouard and Maritz (2008: 35) reveal that "statistics have also shown that South Africa is experiencing the fastest growing HIV/AIDS epidemic in the world, with more people infected than in any other country";
- Campbell and McPhail (2002: 3) aver that "in South Africa there are high levels of infections among young people despite the wide body of knowledge on sexual health risks";
- In 2004 Love-Life targeted the 15-24 year old South Africans and discovered that one in ten is HIV/AIDS positive and 77% of them are girls;
- Vogel (2007: 2) states that "it is not only those from low socio-economic factors that are infected by the virus but there is evidence confirming that men and women of higher socio-economic status have a higher prevalence of HIV infections than the poorer ones"; and
- Again Ndinga-Muvumba and Pharaoh (2008: 52) in their research found out that "young girls are not passive victims but active agents in the manipulation of their sexual partners to buy themselves rights to more sophisticated lifestyle and the goods that goes with the glitz and glamour of this status."

It is scary to note that HIV/AIDS can negatively affect the school enrollment, deplete both the teaching and administrative staff by sickness or death. Again, it can reduce the school income and productivity by way of withdrawal or absenteeism. It can also make people in the school to discriminate against each other by engendering the spirit of mistrust, disrespect and exclusion. A discussion on the motivating factors and the significance of the study follows.

## THE MOTIVATING FACTORS AND PERSONAL EXPERIENCE

HIV/AIDS is one of the most devastating conditions affecting the health of millions the world over. Even the authors of this paper personally came across many victims of HIV/AIDS both within and without the school premises. It is a disease with a particular capacity to attract discrimination and prejudice as it engenders social and economic injustices on a large scale. The knowledge that HIV/AIDS knows no boundaries, age, race, social status or learning environment has acted as a strong motivation for the appearance of this paper.

Again, the study has been motivated by "the general outcry that HIV/AIDS education should be integrated into the curriculum but this has been met with inadequate infusion of the subject in most learning areas" (Van Dyk 2005: 147). Hence, HIV/AIDS education is offered in an incoherent way through incomprehensive beats and pieces. Here education is seen as being central to human survival because it plays a major role of engaging learners in particular and people in general about any aspect related to behavioural change, adaptation and/or modification. Thus, society always turns to the school whenever it needs solutions concerning problems faced by youth.

The authors as educators were again strongly motivated by personally observing mostly young school girls experiencing severe effects of HIV/AIDS in the form of:

- Behavioural changes;
- Psychological trauma;
- Reduced ability to do schoolwork;
- Absenteeism;

- Bereavement; and
- Death.

All the above constituted the motivating factors that urged the researchers to undertake this research study with the aim of finding answers to the prevailing HIV/AIDS infections among young girls at secondary school level. Hopefully, new knowledge about the scourge of HIV/AIDS and how it spreads itself amongst young girls who are learners in secondary schools will afford society a rare opportunity to device new ways of how to counsel, guide and assist learners to behave themselves and also lead responsible lives. Schools at present deal with HIV/AIDS education in a haphazard way without a clear organizational structure and coordination. The study is significant because it captures horrific stories of the plight of young school going girls in a factual manner that is scientifically proven and presented. HIV/AIDS is a topical issue that will be with us for a considerable time because presently it has no real cure except a variety of medicines that are on trial and the best they can do is to prolong the patient's live. The efforts to find a cure are being taken note of and are also applauded.

It is therefore alarming to note that with HIV/AIDS on the increase ''studies show that violence against women and girls, especially rape, are significant problems in South Africa where it is estimated that more than one woman is raped each second'' (Muula 2009: 80.statistics). In a sense, the issue of violence against women and girls adds fuel to fire. Furthermore, gender inequality plays a major role of spreading HIV/AIDS as it exposes women and girls to the risk of infections by rendering them vulnerable when they have negotiate safe sex for fear of violence and loss financial support. These predicaments leave the poor women and girls trapped in a vicious circle underpinned by poverty and want.

## Theoretical Bedrock of the Study

Research is never conducted in a theoretical vacuum "because theory represents a collection of concepts and a variety of hypothetical formulations that predict how actors will perform in a given role, or under what circumstances certain types of behaviour can be expected" (Reiner in Hein and Nicholson 1986: 271). According to this theoretical framework, society and its institutions are basic structures within which persons play out their respective roles. A theory has a range, which is the degree to which it applies in a specific category of subjects. Our specific target is girl learners in grade 12 because we argue that a theory has a scope, which is constituted by types of behaviour the theory is designed to explain. This study is focusing on behaviour of school girls in order to understand the reasons why they involve themselves in risky sexual activities. Hence, this study takes place within the school structure and it does so through the lenses and guidance of three theories.

The theories were carefully selected and are used as guidelines and lenses by which data was collected and analysed so that the school girls' behaviours are better understood. The theories are discussed hereunder.

## Social Comparison Theory or Validation Theory and the Theory of Re-enforcement

The theory of social comparison or validation argues that people want to be assured that they are noticed and also acknowledge as valuable and worthy. In support Tesser (1995: 263) agrees that "the principle of social validation states that people will use the beliefs, attitudes and actions of others who are similar to themselves as standards of comparison against which to evaluate the corrections of their own beliefs, attitudes and actions." In the school setting it means that learners learn behaviour patterns from one another or from groups they adore. Instructively Middlebrook (1980: 288) has long ago posited the view that "human beings are social beings who need to belong and also to be validated by others… people's sense of inadequacy forces them to seek out others who are similar to themselves in order to evaluate their reactions." In Sotho we say "moth ke motho ka ba bang; meaning that: man is man as a result of other men." Thus, peer pressure assumes a strong foot-hold on the minds of the youth as it becomes a driving force for acceptance and belonging.

No doubt, the grade 12 girls like normal people are also attracted by the way their peers behave, react, think and do things. As adolescence their primary desire at this stage of their development is to be accepted by their peers because such a symbol of validation becomes a cherished gateway to acknowledgement and belong-

ing. Thorndike in Shaw and Costanzo (1970: 24) similarly views the "Stimulus-Response connections as being strengthened by practice and positive consequences and weakened by disuse and negative consequences."The social theory of comparison of validation and that of re-enforcement are tested later through an appropriate research question.

## Cognitive Theory of Learning and the Theory of Social Learning and Imitation

The theory of cognitive learning posits the view that "human behaviour is largely learned… and the emphasis is on the interaction between an individual and his or her environment and the need for each human being to receive a positive reinforcement or feedback so that she or he can perfect his/her behaviour on the basis of previous experience" (Ebersohn 2003: 40). Therefore, learning does not exist in isolation or in a vacuum but is determined by either the past or present environment in which other people's ideas, opinions, thoughts, actions, emotions, attitudes, experiences and influences play a major role. After learning has taken place, people are capable of doing something they could not do before learning took place. In other words, learning can be said to be a process by which relatively permanent changes in behaviour are brought into being through experience and practice.

Furthermore, Shaw and Castanzo quote Miller and Dollard (1970: 51) who argued that "the four principles fundamental to all learning, whether individually or socially based, are drive, cue, response and reward." The four principles are interchangeable and do not follow a specific pattern. This argument is tested in subsequent sections through a relevant research question,

## The Humanistic Approach Based on Maslow's Hierarchy of Needs

The third theory is that of Maslow's hierarchy of needs and it states that "… needs can be arranged in a hierarchy from the lower to the higher needs… that the higher needs will only appear once the lower needs are fully satisfied" (Tesser 1995: 182). The needs are listed from the lowest to the highest as follow:
- (1) Physiological needs (hunger, thirst, sex);
- (2) Security needs (protection, predictability, order);
- (3) Needs for love and belonging (affection relations, friendship and acceptance);
- (4) Needs for esteem (prestige, power, achievement) and
- (5) Need for self-actualisation.

The physiological needs which involve hunger, thirst and sex are most basic and pressing and if they are aroused they dominate all the other needs. Hence, Maslow concludes that "a hungry person will not be productive" (Gerber 1988: 60). In support Middlebrook (1980: 48) states that "the lower the needs are in the hierarchy the more dominant they are actually." With regard to sexual needs, it is interestingly to note that "two thirds of students are sexually active" (Ndinga-Muvumba 2005: 52). In this regard, Shaw and Costanzo quoting Miler and Dollard (1970: 52) point out that "money and approval as objects of social needs can stem from primary drives, such as hunger, pain, and sex." This theory is tested later through an appropriate research question.

The security needs of protection, predictability and order stress the very core element undergirding human existence and survival. Without a sense of certainty regarding ones security and protection ones future is unpredictable and aimless. Any person needs an environment that will make him/her to feel comfortable so as to be able to perform optimally. In the end, all theories are tested through appropriate research questions.

The need for love and belonging emphasise the fact that human beings need to share love and also to feel loved as a sign that they belong. No man is an island, but a social animal that thrives well in a social environment. The need for love and belonging appear to fuel the prevailing love affair between young school girls and sugar daddies. A research question to test this assumption exists.

The need for prestige, power and achievement are important drivers in the realization of one's dreams. People want to be acknowledged and recognized through their efforts in one sphere or the other. The need for self-esteem argues that people seek positive responses from others about themselves. This need is the second highest human need and it is not easy to realize, hence, only a minority achieve it. A research question exists to test this assumption.

The last human need is that of self-actualisation; and means "a desire to obtain, to be cre-

ative and to actualize one's full potential as a human being" (Ebersohn and Ellof 2003: 48). This is the highest human need and it is only met by a very few individuals of a high pedigree. The researchers did not prepare question around this need because it was felt that grade 12 learners who were targeted by the study could not belong into this highly intelligent group.

In conclusion, Coombe's (2005: 13) three preventive theories on this research topic are compelling and instructive as they link sexual abuse and the spread of HIV/AIDS; and are that:

1. The first prevention theory assumes that: 'sexually active people are likely to be affected by HIV/AIDS and therefore it is safe to choose someone who is not sexually active.' Thus, sexually active women scare sugar-daddies who then go for young girls knowing that they are still safe from HIV/AIDS infection.

2. The second preventive theory is the cleansing theory and it argues that: 'sleeping with a child will cleanse the infected individual of the virus.' Thus, sugar-daddies who have HIV/AIDS tend to go for young girls with the hope that such girls will cleanse them from HIV/AIDS infection.

3. The third preventive theory is retribution theory and contends that: 'affected individuals might deliberately go about spreading the virus to all sectors of society as a form of revenge.' Thus, people who are infected have a tendency to spread the disease as a form of revenge. In subsequent sections these assumptions are tested as well.

Paul Freire (1999: 23) draws our attention to the human tendency to think in stages when pointing out that "the first stage begins with one being in naïve and lacking insight. During this stage, a general lack of critical consciousness is evident. The final stage is characterized by the ability to think holistically and critically about one's condition." The various theories and scenarios are deemed pertinent to serve as lenses and guidelines for the collection and analysis of data.

## The Aim of Study and its Significance

The aim of the study and its significance are two core elements that are not only tied to the research questions but are actually the main driv-

ers of the entire research project. The aim is to investigate the factors contributing to the rising levels of HIV/AIDS infections among girls in grade 12 in FET schools (around Soshanguve District). In this paper, the socio-economic factors, the poverty status of households, the culture of violence, and the availability of literature on HIV/AIDS in FET schools (around Soshanguve District) are seen as the main focus areas of this investigation.

Paul Freire has in a significant way opened our eyes when alleging that more often people tend to adopt a denial attitude/mode before they finally come to accept the factual situation about an issue, for example, HIV/AIDS pandemic. The study is significant because of its thrust to expand our knowledge around a topical issue like HIV/AIDS.

The study is also significant in that it deals with the scourge of rape for through it many people got HIV/AIDS. Significantly, we note that: at present HIV/AIDS is being dealt with in a disjointed way, hence the study pays serious attention to ways of how the existing approaches could be coordinated and consolidated or even expanded to include new and innovative ways. The study is important because it critically examines existing laws, policies, human rights and gaps in literature on HIV/AIDS and attempts in a balanced and sound manner to bridge them by suggesting ways of alleviating the feeling of hopelessness that engulfs the the sufferers of HIV/AIDS.

## Problem Formulation

The rise in infections of HIV/AIDS among sexually active school girls brings forth the hypothesis which unwittingly concludes that: "school girls are involved in sexual behaviour in pursuit of monetary gain, since Township girls are usually judged by their peers on the basis of their material possessions." The research questions attempt to get direction from four themes, namely, the socio-economic theme, the mass-media on HIV/AIDS theme, the gender equality theme, and the school policy on HIV/AIDS theme.

Each theme has elements; for example, the socio-economic theme has: poverty, material possession, money etc. In mass-media we have books, DVDs, documents; visual aids etc. While the gender theme has laws on equality regarding race, religion, sex, beliefs, etc. Finally, poli-

cy on HIV/AIDS has; violence, discrimination, disclosure of one's status, counseling, support, rehabilitation etc.

## Problem Statement

Simply put, the problem statement revolves around 'the factors contributing to the rise in HIV/AIDS infections amongst the grade 12 girl learners in FET schools. The term sugar daddy means old men who like to fall in love with young girls and entice these young girls with gifts like money, expensive clothes, cars, holidays and so on. Briefly, the following are the research questions that covered the above themes and the issues involved in each theme, and they are:

1. Are school girls in townships who posses trending possessions the envy of their peers who don't have?
2. Is it possible that school girls from poor backgrounds in search of material possession agree to sexual relationships with sugar daddies?
3. Are teachers also responsible for sleeping casually with school girls?
4. Is the rise in HIV/AIDS infections triggered by sugar daddies that enjoy having multiple partners?
5. Is it possible for schools girls to put their lives at risk of having HIV/AIDS or unwanted pregnancy just to get material possessions?
6. Is violence a source of spreading HIV/AIDS?
7. Do schools in Soshanguve have literature on HIV/AIDS?
8. Do schools in Soshanguve have a policy on HIV/AIDS?
9. Are cultural and religious factors playing any role in the spread of HIV/AID infections in schools? and
10. Is the use of condoms an acceptable practice by the girls in schools?

It is important to note that all these research questions are addressed fully in the section falling under data collection, because they are central to this study.

## RESEARCH METHODOLOGY

The qualitative approach is used with a variety of methods; namely, literature review, interviews and observations. A tape-recorder was used to record the interviews while the note-

taking technique was also utilised as complementary strategy. Garber (1996: 283) instructively states that "The qualitative approach has the added advantage of including direct observation, overview of different documents and artifacts, participants, participant observation and open-ended unstructured interviewing." It encourages a free follow of views between the researcher and the respondents. In this manner, Henning and Van Rensburg (2005: 4) are of opinion that "the interaction of variables in a natural setting enables the researcher to argue his or her case using evidence from the data collected and also views from the literature study of what the phenomenon is about." Care is taken not to reduce social reality to statistical variables because meaning is dynamic and is constructed according to the demands of the situation.

Purposive/judgmental and randomly sampling plus the snowballing technique are used in this study. From three selected schools two grade 12 learners from each school were distinguished though the advice and involvement of their teachers as people who knew that the chosen learners could offer in-depth knowledge about behaviour that appear to promote sexual activity in school girls.

Furthermore, the study used the random sampling method to select two grade 12 learners from each selected school. The grade 12 girls who were so selected were asked to provide names of two more girls they thought could contribute positively to the study.

In all the study interviewed a total of six learners from each selected school. The grand total was 18 learners. The necessary ethical considerations were taken care of in the form of request made to relevant authorities and pledges of confidentiality and anonymity undertaken with the respondents. The respondents were consulted before the final draft was made for their confirmation. This arrangement left all involved happy.

In carrying out the research consideration was taken in matters of logistics such as time available, costs involved, accessibility of the schools and availability of the learners, and the general manageability of the study.

## FINDINGS AND DISCUSSION

a) The first research question is about the acquisition of material possessions by school girls.

Literature review agrees with the finding of this study which revealed that "when young women struggle to meet immediate material needs, they make trade-offs between health and economic security" (HSRC 2011: 7). Furthermore, literature strengthens this argument by stating that: "peer attitudes, norms and behaviour as well as perceptions of norms and behaviour among peers have a significant and consistent impact on adolescent sexual behaviour" (HSRC 2009: 36). The concept sugar daddies is a fairly new one and it refers to older men who date young female/girls because they belief that AIDS can be cured by sleeping with a young virgin.

In this study, the respondents said that "sugar daddies are all about money and lots of it. They provide all that a girl needs: jewelry, cosmetics, clothes…; they drive expensive German machines to take you anywhere. You can ask any girl who is involved with a sugar daddy; they will tell you that: he maintains me." Sugar daddies are older men who are rich and use their money to lure young girls to have fun with. To recapitulate, sugar daddies is a term used to describe men who have money and want to sleep around with young girls who are desperate own and possess fancy material in life. While the girls want to earn money the Sugar daddies aim at enjoying fun.

In addition, the respondents in this study said that: "money is very important when you date a guy. He must be able to take you out and buy you the things you need. You cannot date a boy who does not have money. That's totally unacceptable and really…, bad."

Literature is again supportive of this study when it reveals that "reciprocity of sex in exchange for material goods leads to young women remaining in dysfunctional relationships, engaging in multiple sexual partners and involvement with older men. Under such conditions, there is little opportunity to negotiate safe sex and the risk for pregnancy (and HIV/AIDS) is increased" (HSRC 2011: 7).

  b)  The second research question is about poor economic-background environment of the girl learner.

Literature review is in support of the findings of this study as it points to the fact that: "studies show clearly a relationship between HIV prevalence and socio-economic status to be strongly positive" (Benett 2003: 497). HSRC (2009: 39) research studies point out that: "there is a substantial body of evidence indicating that one the most consistent risk factors for early pregnancy is lower socio-economic status and poverty." Again, it was long proved that: "most women who are HIV infected are from backgrounds of poor physical and mental health, malnutrition and with no basic economic resources" (Sher and Benett 1996: 49).

In this study, the respondents said that: "you sometimes find yourself in a very difficult situation, with no food at home and you have not been eating for some time. When this man who wants you says sleep with me I will give you money. You agree because you have been hungry for a long time"

  c)  The third research question is about the role of teachers in sexual relationship with school girls.

Furthermore, in this study literature review also attests to the fact that: "the growing trend of teachers having sexual relations with pupils is a major concern for the SA Council for Educators." (Nontobeko Mshali in Pretoria News 2011: 3).

In this study, the respondents said that: "when a teacher says to you he loves and 'wanna' sleep with you. You don't know what to say. You are afraid of telling your parents because you think they may go to school and shout at him. What if he says that you are imaging things? People are not going to believe you. They will think that you are lying and making stories. When he calls you to his place you just go and keep quiet. You will just console yourself that at least he is giving me something."

  d)  The fourth research question is about the role of sugar daddies in the spread of HIV/AIDS.

Again, this study agrees with the literature review which states that: "many Africa men are reluctant of using condoms and this is in turn is reinforced by women who do not want to use them either, feeling that by using condoms their sexual partners are questioning their virtue. Older men get sexual favours from young girls in exchange for money, clothes, food and shelter" (Chelala 2004: 2).

Furthermore, Vogel (2007: 1) says that: "desperate poverty stricken women are more likely to have quite a number of sexual partners for monetary gain, without using the necessary protection."

To crown it all; the respondents also said that: "when men give you money, they expect

something in return…meaning something like sleeping with you whenever they want… making you not to sleep at home…making you to sleep without a condom. You cannot refuse because the guy gives you money and you are afraid that if you refuse he will get someone who will. Sometimes you are afraid…; but you tell yourself that maybe this one does not have AIDS…; but you are afraid to ask questions."

e)   The fifth research question is about material goods/possessions as in question one, but focuses main on risk taking.

This study like  literature review also revealed that:  "young girls are not passive victims but active agents in the manipulation of their sexual partners to buy themselves the right to more sophisticated lifestyle and goods that goes with the gilts and glamour of this status" (Walker and Reid 2004: 16).

In another vein,  literature studies point to the fact that: "lack of restraint, desire to experiment and the expectations of easy monetary or material gains are crucial explanatory factors for these reckless behaviour which takes place despite the fact that most girls are informed about risky sexual behaviours that have the potential to spread the HIV infection" (Kadzamira and Banda 2001: 21).

To this end, the study revealed that; the respondents said that: "sometimes you try to talk about a condom but the person refuses to use it and you are afraid that the man who pays your bills will run away then you start changing the rules and sleep without a condom."

f)   The sixth research question is about violence and its ability to contribute to the spread of HIV infections.

In agreement with this study,  literature review points out that: "when young women are involved in relationships were power is imbalanced, men generally decide the conditions under which sex happens. All too often, this involves coerced or forced sex" (HSRC 2009: 6). In support, Ndinga-Muvumba and Pharoah (2008: 49) state that: "when rape, coerced sex takes place, then all forms of violence against women's lives are involved, it makes it impossible for the latter to negotiate safer sex."

The above conclusion is confirmed by the respondents when they said that: "if a boy says you belong to him, you better take him serious, if you don't, he may even rape you. Boys can do what they want with you. They can touch you

wherever they like. They can force you to love them and you cannot say anything because you are afraid of them. They say to you… you are my girl… when I say come to my place… you must come."

g)   The seventh research question is about whether schools in Soshanguve district have literature on HIV/AIDS.

The issue of schools in Soshanguve having literature on HIV/AIDS did not get clear and relevant answers accept to surmise that teachers are the main source of information. The learners said that: "our LO teachers tell us a lot of information about the disease. If people get sick… it is because they don't listen to their teacher and parents." The abbreviation LO means Life Orientation subject.

h)   The eighth research question is about schools in Soshanguve having a policy on HIV/AIDS.

Unfortunately, "much of the literature on teenage has tended to concentrate on factors that hinder contraceptive use, and have failed to effectively address the possibility that a significant proportion of female adolescents may view immediate pregnancy and parenthood in a positive light" (HSRC 2009: 32).

Furthermore, our existing literature from government says that:  "in rights based society, young girls who fall pregnant should not be denied access to education and this is entrenched in law in SA through the Constitution and schools Act of 1996. In 2007, the Department released Measures for the Prevention and Management of Learner Pregnancy. Not without controversy, the guidelines continue  to advocate for the right of pregnant girls to remain in school, but suggests up to a two year waiting period before girls can return to school in the interest of the rights of the child" (HSRC 2009: 5).

All the respondents think that a government policy of some sort is there even if it is not made that much public.

i)   The ninth research question is about whether cultural and religious factors play any role in the spread of HIV/AIDS in schools in Soshanguve district.

Literature on culture and religion as contributors in the spread of HIH/AIDS tells us that: "where women are not valued, where they are largely excluded from protection of their rights as full members of society; the AIDS epidemic

flourishes" (Cohen 2005: 4). While the Department of Education (2002: 14) says that: "patriarchal societies are societies with own cultures, traditions, beliefs and norms whose practice reflects their power over." In this respect, culture, beliefs, tradition and norms sometimes promote the spread of HIV/AIDS by allow polygamous marriages to take places often with dire consequences for the involved persons for if one is positive it is a sure case that all will follow suit. Religion also plays a role in the widespread of HIV/AIDS because "religious practices usually do not measure up to their religious theories" (Department of Education 2002: 14). Thus, by condemning the use of condoms by their members despite the fact that most of them fail to be faithful and true to their faith, religious institutions and bodies unwittingly promote the spread of HIV/AIDS.

The respondents answered in a way that show boys to be bullies who forces girls into a bad relationship were they have no power to negotiate safer sex.

j) The tenth and final research question is about the school girls' not using condoms and drinking alcohol in schools in Soshanguve district.

**Research Findings**

Literature review reveals that: "while reports of condom use have increased for both males and females, rates of use are still almost 20% points lower among females than amongst females" (HSRC 2009: 31). The source quoting Reddy et al (2003) points out that "a significant proportion of sexually-active learners in SA (13.3%) also using or drugs before sex." HSRC (2009: 32) quotes Varga (2003) they say that: "women also have little room to suggest condom use as it is considered inappropriate and indicative of sexual permissiveness."

From the research the respondents said that: "many teenage girls drink a lot of alcohol and take a lot of drugs in order to reduce their stress levels, and once they are drunk or 'drugged' they don't care what happens next, they just sleep with whoever they come across with and they may also have others taking advantage of them and finding themselves having AIDS." Finally, the respondents said that: "it is chances you must take if you do not want lose your boyfriend. If you talk about condoms all the time your boyfriend might leave you because he does not understand…and he will find some other girls who will not tell him about condoms…and you will lose him."

All the above findings indicate that there is a real problem that calls for interventions by all stake-holders because the ten research questions show that the fight against the HIV pandemic is far from being won. The actual problem is also that even the existing government structures/regime for prevention of HIV lack serious commitment at implementation.

**CONCLUSION**

It is suggested that the film media be used to showcase the victims of HIV/AIDS, so that even those who can't read and write can see for themselves how dangerous HIV/AIDS pandemic is.

It is suggested that each school should employ a trained nurse who will have sessions with learners and teach them about HIV/AIDS from experience as a health worker who is also able to give advice, care, counsel and referrals.

It is suggested that the value of using a condom be revisited with clear information as captured in practical demonstrations through film.

It is suggested that schools be made to compete with one another on artwork, poetry, compositions, songs, campaigns etc. all based on spreading information about the horrors of HIV/AIDS pandemic.

**RECOMMENDATIONS**

It is recommended that a school library be established either in a class, office or storeroom where learners can be forced to borrow books on HIV/AIDS once a week.

It is recommended that the school policy on HIV/AIDS be made public and visible to all the learners at all times.

It is recommended that a clear learning area dealing specifically with HIV/AIDS and other common diseases be established as a concerted strategy and means of tackling the health needs of the learners holistically.

Through the power of film drugs and alcohol can be shown for what they are as regards their negative influence on learner behaviour and attitude. To conclude; it is through the sensory organs that young people can be made to access information that is living in the form of dramatic and vivid demonstrations through the film.

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